

# Texas Education Agency Standard Application System (SAS)

<b>2018–2019 Technology Lending</b>		
<b>Program authority:</b>	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 <sup>th</sup> Texas Legislature; Texas Education Code Section 32.301	<b>FOR TEA USE ONLY</b> Write NOGA ID here:  <div style="border: 1px solid black; padding: 5px; text-align: center;"> <b>RECEIVED</b>  <b>TEXAS EDUCATION AGENCY</b>  <b>FEB -6 AM 11:16</b> </div>
<b>Grant Period:</b>	May 1, 2018, to August 31, 2019	DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION
<b>Application deadline:</b>	5:00 p.m. Central Time, February 6, 2018	
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

## Schedule #1—General Information

### Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Palestine ISD	001907		
Vendor ID #	ESC Region #		
	7		
Mailing address	City	State	ZIP Code
1007 East Park Avenue	Palestine	TX	75801-

### Primary Contact

First name	M.I.	Last name	Title
Tammy		Jones	Assistant Superintendent
Telephone #	Email address		FAX #
903 727 2635	<a href="mailto:tammy_jones@palestineschools.org">tammy_jones@palestineschools.org</a>		

### Secondary Contact

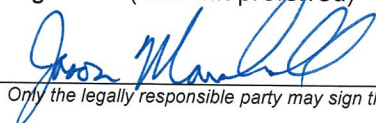
First name	M.I.	Last name	Title
Deanne		Atkinson	Instructional Tech Facilitator
Telephone #	Email address		FAX #
903 731 8036	<a href="mailto:datkinson@palestineschools.org">datkinson@palestineschools.org</a>		903 731 4091

### Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

#### Authorized Official:

First name	M.I.	Last name	Title
Jason		Marshall	Superintendent
Telephone #	Email address		FAX #
903 731 8036	<a href="mailto:jmarshall@palestineschools.org">jmarshall@palestineschools.org</a>		
Signature (blue ink preferred)			Date signed



*Only the legally responsible party may sign this application.*

701-18-103-156

**Schedule #1—General Information**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	X	
2	Required Attachments and Provisions and Assurances	X	N/A
4	Request for Amendment	N/A	
5	Program Executive Summary	X	
6	Program Budget Summary	X	
8	Professional and Contracted Services (6200)		
9	Supplies and Materials (6300)	X	
10	Other Operating Costs (6400)		
11	Capital Outlay (6600)		
12	Demographics and Participants to Be Served with Grant Funds	X	
13	Needs Assessment	X	
14	Management Plan	X	
15	Project Evaluation	X	
16	Responses to Statutory Requirements	X	
17	Responses to TEA Requirements	X	

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 001907

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template.

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 001907

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
2.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
3.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
4.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
5.	Total direct costs:		\$	\$	\$	\$
6.	Indirect cost ( %):		\$	\$	\$	\$
7.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Southside Elementary, A.M. Story Intermediate

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Palestine Independent School District (PISD) is applying for the Technology Lending Grant to provide iPads with cellular service to low performing 3<sup>rd</sup> and 4<sup>th</sup> grade students who have limited technology for home use, with priority given to English Language Learners. The lending program goals are to increase academic success of low performing students by loaning students the device necessary to access digital instructional materials used in the classroom environment. By providing meaningful, individualized skill reinforcement, inside the class and outside the school environment, targeted struggling students will improve identified deficiencies in basic math and literacy skills. Priority will be given to English Language Learners to extend and enrich specific instructional technology strategies to improve language acquisition with the focus on closing the learning gap of Hispanic students. The availability of designated devices for dedicated school use and expanded home use, will open the doors of opportunity for extended learning and increase equitable access of technology to a subgroup of students and families who are not afforded this opportunity due to their socio-economic situation. PISD strives to excite, engage and empower students with curriculum that has depth, complexity and differentiation through the implementation of technology that is used to meet the learning styles of all students. The Technology Lending Grant will broaden the learning in PISD to pinpoint students who fall short of expected achievements and provide those students with individualized digital materials, needed access to technology and connectivity to provide purposeful learning and promote academic excellence.

Based on Technology Lending Grant objectives and the identified campus needs, it was determined that grant funds would provide the greatest benefit at the elementary levels, specifically targeting 3<sup>rd</sup> and 4<sup>th</sup> grade students. PISD is consistently reviewing the availability of other funds and researching opportunities to support learning initiatives that incorporate technology as a learning tool. Current student technology at the elementary campus is restricted by aging classroom sets of iPads that provide limited access to programs due to an inability to update to the latest operating system. Grant funds would be allocated to provide Wi-Fi and Cellular enabled iPads with connectivity provided through Kajeet services to low performing students in 3<sup>rd</sup> and 4<sup>th</sup> grade for the grant period.

Palestine ISD is located in Anderson County, which has the lowest per capita income in Region 4 at \$17,876 which accounts for the 74.9% economically disadvantaged students. PISD will focus the grant on 2018-2019 3<sup>rd</sup> and 4<sup>th</sup> Grade, due to the greater need for technology access with our lower elementary students and to provide intensive intervention through electronic resources to target the widening achievement gap, especially with our ELLs.

	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	Total
Student Enrollment	259	252	511
Eco Dis	195	167	362
LEP	66	64	130

District Action Teams and Campus Planning Teams determine needs based on the annual needs assessment survey, student achievement data, and demographic reports. They continually review the current status of technology integration and its impact on student learning in the district.

Management of the Technology Lending Program will reside under the Instructional Technology Department with support from the Technology Department. With 5 years of experience in iPad management, deployment at the secondary level, and carted sets at elementary campuses, the district will continue with existing infrastructure and iPad management. The Technology Department will insure the reliability of network, servers and device management systems. The Apple Technology Specialist is responsible for inventory management and individual iPad set up and ongoing technology support for any technology-related iPad issues.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Instructional Technology Department will oversee the management of digital learning programs and collaborate with campus administrators, instructional coaches and teachers with the implementation of digital learning programs. Students currently utilize many online digital learning platforms on limited classroom sets of iPads within the school day. They easily login and access learning programs, educational apps, and learning management systems that incorporates cross-curricular and vertically aligned K-6 math and reading curriculum. Teachers and staff are well trained in the implementation of these programs. As additional resources, strategies and programs are adopted for digital learning, the Instructional Technology Team will provide classroom support including teacher and student training.

Based on STAAR and beginning of the year assessments, the campus planning teams will identify students who will receive iPads. The students will receive their iPad at a required parent/student meeting, where they will receive expectations, instructions and digital citizenship guidance for use of the iPad. Students will be responsible to bring the device to school each day for instruction and take home each night for additional learning. Teachers will notify the Instructional Technology Specialist if a student is not meeting the expectations set forth in the initiative.

The Instructional Technology Team will conduct ongoing evaluations of the program throughout the grant period. The Instructional Technology Specialist will continue to meet with RTI committees to evaluate individual student usage, needs and success in the program. If student performance data supports growth and proficiency in TEKS, the committee will evaluate the need of the device for that student. If a student's usage data indicates they are not utilizing the device and connectivity beyond school hours, the committee will make the decision to redistribute the device to other students of competing need. In final program evaluation, data from digital learning systems, local assessments and STAAR assessments will be used to measure student academic performance on basic skills and proficiency with grade level TEKS.

Palestine ISD was a forerunner in adopting technology as a learning tool to enhance instruction and remains dedicated to improving student performance through extended use of digital resources. As a district, we continue to explore the opportunities to fund the initiative to enhance learning with relevant technologies and tools.

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**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85<sup>th</sup> Texas Legislature; Texas Education Code Section, 32.301

Grant period: May 1, 2018, to August 31, 2019

Fund code: 410

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$	\$	\$
Schedule #9	Supplies and Materials (6300)	6300	\$100,000	\$	\$100,000
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
Total direct costs:			\$	\$	\$
Percentage% indirect costs (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$100,000</b>	<b>\$</b>	<b>\$100,000</b>

**Administrative Cost Calculation**

Enter the total grant amount requested:	\$100,000
Percentage limit on administrative costs established for the program (15%):	x
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$100,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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<b>Schedule #8—Professional and Contracted Services (6200)</b>		
County-district number or vendor ID: 001-907		Amendment # (for amendments only):
<b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>a. Subtotal of professional and contracted services:</b>		\$
<b>b. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		\$
<b>(Sum of lines a and b) Grand total</b>		<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #9—Supplies and Materials (6300)</b>		
County-District Number or Vendor ID: 001907		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$100,000
<b>Grand total:</b>		<b>\$100,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 001-907		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6400	Operating costs that do not require specific approval:	\$
<b>Grand total:</b>		\$

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #11—Capital Outlay (6600)</b>				
County-District Number or Vendor ID: 001-907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>66XX—Computing Devices, capitalized</b>				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
<b>66XX—Software, capitalized</b>				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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<b>Schedule #12—Demographics and Participants to Be Served with Grant Funds</b>															
County-district number or vendor ID: 001-907										Amendment # (for amendments only):					
<b>Part 1: Student Demographics of Population To Be Served With Grant Funds.</b> Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.															
Student Category	Student Number	Student Percentage	Comment												
Economically disadvantaged	367	75%													
Limited English proficient (LEP)	132	26%													
Disciplinary placements	0														
Attendance rate	NA														
Annual dropout rate (Gr 9-12)	NA														
<b>Part 2: Students To Be Served With Grant Funds.</b> Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
<b>School Type:</b>		<input checked="" type="checkbox"/> Public		<input type="checkbox"/> Open-Enrollment Charter			<input type="checkbox"/> Private Nonprofit			<input type="checkbox"/> Private For Profit			<input type="checkbox"/> Public Institution		
Students															
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total	
				229	259									488	

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**Schedule #13—Needs Assessment**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD is a rural Title 1 District with an enrollment of 3453 students with approximately 28.2% Caucasian, 40% Hispanic, and 27.5% African American. Additionally, PISD has 74.9% economically disadvantaged and 57.3% At Risk students. Improving academic performance is an identified district goal based on the district strategic plan. PISD conducts annual needs assessment surveys, reviews data relative to student achievement, demographic statistics and the current status of technology integration. In identifying the needs, site based teams, analyse data, determine the areas to improve performance and target areas of specific needs in our district. Overall, we determined a strong need for improved academic performance in Grades 3 and 4 Reading and Mathematics, with priority to our English Language Learners (ELL's)

**2017 STAAR Passing Rates**

	3 <sup>rd</sup> Grade Overall	3 <sup>rd</sup> Grade ELL	4 <sup>th</sup> Grade Overall	4 <sup>th</sup> Grade ELL
Math	72%	67%	63%	65%
Reading	65%	55%	59%	48%
Writing	N/A	N/A	56%	54%

Based on campus 2017 STAAR data above, the first need determined was to improve student academic performance with measures based on state and local assessments. To improve said scores, students have a need for dedicated access to relevant technologies, tools, and resources that will provide personalized learning in the school and home environment.

Data indicates that low academic performance is due to deficiencies in basic math, reading, and writing skills. Disaggregation of data and teacher input indicated a lack of basic computational concepts in math and primary literacy skills in reading. With additional time outside the school environment, students reinforce acquisition of core skills through engaging applications. Furthermore, opportunities are expanded for differentiation, providing more personalized learning to close identified learning gaps. By addressing early, those students who fall short of expected achievements, future student academic performance grows exponentially.

There is a current targeted population of 132 LEP students in 2<sup>nd</sup> and 3<sup>rd</sup> grade. As seen in the chart, ELL's in 3<sup>rd</sup> and 4<sup>th</sup> grade had a lower passing percentage as compared to overall passing percentage on each campus. In analysis of STAAR data, TELPAS scores and local assessments, the LEPs account for a large portion of our low academic performers. By targeting ELLs, a foundational platform will be established for present and future educational success of these students. Through content specific instructional technology, that is individualized to students level of English acquisition, ELL students will receive essential tools to improve academic success across all subject areas.

Currently, our elementary classroom student technology consists of two to five student computers and limited classroom sets of aging iPads. Over 75% of the classroom iPads are 5 years old and will no longer update to the latest iOS software, resulting in the inability to access features available with the new textbook adoptions, online educational platforms and learning apps. Each campus has access to virtual labs with 25 to 30 student computers, which are predominantly scheduled for Math and Reading iStation. PISD does not have iPads available for students to check-out for take home use. In addition, based on the socio-economic status of many of the targeted students, they have limited access to devices and internet to use for at home learning. The additional iPads, with cellular service, would increase equitable access of technology and internet to target students, and broaden their opportunities for meaningful learning.

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve student academic performance.	Increased access to relevant technologies, tools, and resources will provide personalized learning 24 hours a day, 7 days a week. In addition to the classroom curriculum, the corresponding technology component to be completed at home will reinforce and improve retention of daily work. Technology opens the door for differentiated instruction for the targeted students.
2.	Enhance proficiency in basic math, reading and writing skills.	Expand opportunities for personalized learning by completing specific online assignments including: <ul style="list-style-type: none"> <li>• Digital Textbook Components</li> <li>• Mentoring Minds online</li> <li>• Digital books</li> <li>• Brain Pop Jr./Brain Pop ELL</li> <li>• Istation Reading and Math</li> <li>• Khan Academy</li> <li>• Education Galaxy</li> </ul>
3.	Provide extended and enriching learning opportunities for English Language Learners	Target ELL students in Grades 3 and 4 to ensure student success with focus on closing the gap of Hispanic students through content specific instructional technology. Additional resources include the digital ELL component of textbooks, eBooks, Istation Spanish, Brain Pop ELL, Flipgrid, Google Translate, and iPad accessibility features
4.	Increase equitable access of technology devices to students .	Additional iPads would allow targeted students in Grades 3 and 4 to be served by devices to which they otherwise would not have 1:1 access at school and home.
5.	Broaden opportunities for learning with internet use at home.	Targeted students who do not currently have internet access in their homes, will receive an iPad with cellular service that allows Internet connectivity outside the school environment.

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**Schedule #14—Management Plan**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of Technology	Over ten years in IT and Network Systems, Server Filtering, Manages electronic student and staff data management sytems, Software Implementation, Data Security and Supervises team of network specialists and campus technicians..
2.	Instructional Technology Facilitator	Bachelors in Business Admimistration, with major in Accounting. Educational Certification with 10 years of classroom teaching experience. Math Lead Teacher. Four additional years in campus/district Instructional Technology.
3.	Campus Administrators	Master's Degree and Principal Certification with 6 years administration experience. Both administrators have a driving force to integrate technology into all aspects of learning for individualized student.
4.	Instructional Technology	Each campus has an instructional technology specialist with over ten years of classroom instructional esperience and the ability to solve technology problems to assure success in both implementation and evaluation of the lending program.
5.	Teachers	Bachelor's degree and teacher certificate. Current expectation, desire and ability to intergrate technology through the classroom and beyond the classroom.

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchase Equipment and Configure Devices	1. Order Apple iPads and Protective Cases	05/15/2018	07/30/2018
		2. Enter into service agreement for cellular service	05/15/2018	07/30/2018
		3. Enter devices into inventory management system	05/15/2018	07/30/2018
		4. Configure devices in AirWatch	05/15/2018	07/30/2018
2.	Identify participating students and Teachers.	1. Review BOY data for 3 <sup>rd</sup> /4 <sup>th</sup> Grade Students	08/15/2018	08/31/2018
		2. Parent survey on home internet	08/15/2018	08/24/2018
		3. Train students on use of device in classroom	08/20/2018	08/31/2018
		4. Train students on digital citizenship	08/15/2018	05/31/2019
		5. Support teachers on implementing lending device	08/15/2018	05/31/2019
3.	Distribute Devices to Students	1. Contact families of selected students	09/04/2018	09/07/2018
		2. Parent meeting with students and parents	09/10/2018	09/14/2018
		3. Parent signature on Technology Lending Form	09/10/2018	09/14/2018
		4. Parent/student training on use of iPad in home	09/10/2018	09/14/2018
		5. Parent/student training on learning programs	09/10/2018	09/14/2018
4.	Implement classroom and home learning	1. Log students into LMS and other learning programs	08/15/2018	08/31/2018
		2. Ongoing student/teacher support and training	08/15/2018	05/31/2019
		3. Ongoing review of student use/success with iPad	08/20/2018	05/31/2019
5.	Elavuate initiative success	1. Evaluate classroom and assessment performance	10/01/2018	05/31/2019
		2. Analysis of student, teacher and parent EOY survey	05/06/2019	05/10/2019
		3. Evaluate policies and procedures for check in/out	05/06/2019	05/10/2019

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD currently utilizes its campus action teams (CAT) and district action team (DAT) to bring together administrators, teachers and parents to evaluate student progress and achievement and monitor goals set forth by the district. In addition to CAT and DAT meetings, student achievement data reports which are based on benchmark assessments and online learning program data are reviewed each 6 weeks by site based committees and necessary changes are made to campus strategies and classroom instruction.

Changes are identified and communicated during content, grade level, RTI and CAT team meetings. New ideas and techniques are presented by administrators, instructional coaches and Instructional Technology Staff and teachers. Campus Instructional Coaches and Instructional Technology Staff may provide staff development and model for teachers to address identified areas of need. The changes may be communicated through one or all of these methods as is appropriate to the level of the change. With implementation of the grant, the Instructional Technology Specialists will monitor online home usage of assigned programs to verify students are utilizing the programs for off school practice of assigned content. They will report back to the classroom teacher and together contact parents for any adjustments to student's goals.

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine Independent School District was a front runner in adopting 1:1 technology for secondary campuses. Currently, Palestine Independent Schools District (PISD) students in grades 9-12 have access to aging 1:1 lending iPads with guidelines and procedures in place for check-out, check-in and repair. The district will replicate guidelines and procedures for the proposed 3<sup>rd</sup> – 4<sup>th</sup> grade program. PISD students from Pre-K to 8<sup>th</sup> currently utilize limited classroom sets of iPads. PISD Technology Department is experienced with the management and secure filtering of internet access of the devices. Currently all PISD iPads are set with a profile that connects the devices to a proxy server to provide content filtering. Through previous iPad experiences, we have developed an effective framework for device management, distribution and secure student internet filtering.

With PISD's 5 year commitment to classroom iPads, teachers and students have embraced classroom technology and are seeking innovative ways to engage in 21<sup>st</sup> Century learning. As a district, we are dedicated to continuing the mission to Excite, Engage, and Empower our students and community to achieve excellence. The time and resources of the Instructional Technology Department will be allocated to the implementation of the technology lending program. PISD has a sustainable staff to meet the requirements of the grant.

Due to the intrinsic needs of their students, teachers identified for implementation of this grant will be highly motivated to obtain the instructional materials provided by the district. Teachers will be included in collaborating with instructional technology staff regarding the academic design.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Usage data from online digital learning platforms.	1.	Reports indicate 75% of access and completion of online digital assignments/courses by targeted students
		2.	Reports indicate an increase in student usage for online digital programs.
		3.	Reports indicate teachers leveraged digital learning materials for students.
2.	Monitor data from local assessments and STAAR.	1.	Students demonstrate improved proficiency on TEKS for their grade level.
3.	Monitor district student management system (TEAMS)	1.	Students identified as economically disadvantaged are served with priority.
		2.	Students show an increase in attendance.
		3.	Students show an increase in academic achievement.
4.	Local device management system and asset inventory (WASP and AirWatch) for district technology.	1.	Number of students who checked out a device by grade level.
		2.	Ratio of technology devices to students needing devices on participating campuses.
		3.	Number/percent of eligible economically disadvantaged students who participate in the program
5.	Monitor assessment data from online digital programs.	1.	System reports indicate an improvement from beginning of year to end of year skills.
		2.	Students demonstrate proficiency with technology TEKS.

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine Independent School District (PISD) has several systems to assist in gathering data for this project. DMAC contains students' local and state test information, and allows us to pull testing data for particular students at any given time. TEAMS, our Student Information System, will give us access to data queries, so we can retrieve grades and attendance reports for identified groups of students. The Campus Instructional Technology Coordinator will routinely monitor and collect usage and assessment reports from the online digital programs. The programs will provide data for utilization of programs, usage time during school, usage time at home (requiring online access), completion of assignments and a measurement of required skills. Campus digital programs, including Istation Reading, Istation Math, Khan Academy, EPIC, and online textbook components will provide beginning of year, middle of year and end of year data as another measure of student growth.

The campus instructional coaches, RTI Committee and classroom teachers will provide ongoing input for student progress, based on classroom observations, unit tests and 6 week curriculum based assessments. The Instruction Technology Specialist will meet with RTI Committee to discuss ongoing student goals for students participating in the lending grant. The Instructional Technology Team will meet each 6 weeks to analyze assessment and usage data; identify areas of concern; discuss any technology issues; consider teacher, student and parent feedback; and make program adjustments and improvements

Technology Help Desk tickets are entered into the Spiceworks system and will be assigned to the designated district Apple Technician for support. The campus Instructional Technology Specialist is available daily for monitoring and assisting with technical or program issues.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**Statutory Requirement 1:** Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine Independent School District (PISD) does not currently have a technology lending program for the Southside Elementary campus (2<sup>nd</sup>-3<sup>rd</sup> grade) and the Intermediate campus (4<sup>th</sup> – 6<sup>th</sup>). Classroom technology consists of 2 to 5 student computers and limited classroom sets of aging iPads. Over 75% of the classroom iPads are 5 years old and will no longer update to the latest iOS software, resulting in the inability to access the most current features within textbook adoptions, online learning programs and educational apps. Each campus also has a computer lab with approximately 40 desktop stations supported by a virtual server. Students currently access digital programs at school through computer labs and limited carted classroom sets of iPads. PISD is constantly reviewing the availability of other funds and researching opportunities to support learning initiatives that incorporate technology as a learning tool.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**TEA Program Requirement 1:** Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of Palestine Independent School District is to foster relationships that Excite, Engage, and Empower our students and community to achieve Excellence. The Technology Lending Program emphasizes the needs of today's students to engage in meaningful learning, supported by digital materials through robust connectivity.

Palestine ISD will...

- ❖ Educate, empower, and communicate with all stakeholders to increase STAAR scores and provide a solid foundation in the core academic areas with an emphasis on math/reading and cross curricular writing skills to increase state assessment measures.

Goal 1 of the PISD strategic plan is to implement an in-depth curriculum that is cross curricular, allows for spiraling of instruction and has depth, complexity and differentiation to reach all students. Technology acquired through the technology lending program will be integrated into the curriculum to support the vertical and horizontal aligned framework for literacy and math to best support the needs of all students. Furthermore, the technology will expand expectations to include a variety of research-based instructional strategies to be used in meeting the learning styles and needs of all students.

Goal 2 of the PISD strategic plan is to promote an exemplary learning environment through the implementation of technology. The grant will further our comprehensive plan for technology implementation in the classrooms. It also allows PISD to extend and enhance learning after school hours as well as during the summer to alleviate the regression of retention. Technology access is often restricted for the economically disadvantaged, this lack of access widens the gap for academic achievement and future potential.

Goal 3 of our strategic plan is to create leading edge learning opportunities for all PISD students. The lending grant will allow students who do not have technology and internet access in their home to have the most up to date technology as a learning tool at their fingertips. Research indicates that continual access to a device can improve academic performance.

- ❖ Increase positive attitude of School District throughout the Community by fostering Community Partnerships.

With implementation of the grant and required parent meetings, PISD will provide another opportunity to communicate with parents regarding strategies to help support their students. The PISD strategic plan is to provide resources to student and parents, including videos, face to face meetings, newsletters and websites. PISD realizes that successful education will be intertwined with technology that connects home, school and the world.

Palestine ISD plans to initiate it's elementary technology lending program to ensure students have equal acces to all the tools that they need to be successful in the 21<sup>st</sup> Century. The Technology Lending Program offers PISD the opportunity to Excite, Empower and Engage our students to achieve excellence.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine ISD will partner with Verizon Wireless /Kajeet to provide cellular services on purchased iPads, so that our students who do not have home internet will have access to the internet away from school. Providing devices with cellular services for targeted students will allow anytime, anywhere learning, not just at home, but on the bus, at school, etc. All ipads, whether using cellular services or Wi-Fi, will connect to a district proxy server and authenticate the user to provide content filtering. The District will maintain a contract for cellular service as part of the grant funds. Service will be guaranteed for the entire grant period.

Student need for the iPads with cellular service will be demonstrated through a home technology survey given to all 3<sup>rd</sup> and 4<sup>th</sup> grade students. The campus principal, instructional coaches, and the instructional technology specialist will review survey results and determine the students of greatest academic need to be issued an iPad. As part of the plan, parents and students will be required to attend training on acceptable use policy and PISD Technology Lending Program guidelines and then sign a Technology Lending Agreement.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**TEA Program Requirement 3:** Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Story Intermediate (4<sup>th</sup> grade) and Southside Elementary (3<sup>rd</sup>) follow the Palestine Independent School District (PISD) Curriculum, which is a TEKS based curriculum. The scope and sequence is provided for all teachers in PISD. Technology is integrated into instruction in all core areas. The Technology Lending Grant aligns with our district vision and goals to engage all students in meaningful learning to accomplish mastery of math and reading concepts. The grant provides another level of instruction through at home practice of foundational math and reading skills.

Students with access to technology and internet can utilize a broader base of resources through the internet connectivity (Istation Reading and Math, Mentoring Minds online, Digital books, Brainpop Jr., Digital Textbook components, Khan Academy, Education Galaxy, etc). As a response to intervention (RTI) struggling students will receive more personalized learning to close gaps in math and reading concepts.

PISD currently has classroom procedures in place for the use of limited classroom sets of iPads. Students are allowed to use devices for instructional use at times designated by the teacher. The same policies will apply to loaned devices. The students may use the devices at times when the teacher has allowed the use of classroom devices. If a student is using the device at inappropriate times during the school day, the student may have disciplinary consequences under the Student Code of Conduct.

**TEA Program Requirement 4:** Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PISD integrates digital instructional materials throughout all subject areas in grades K-6. The adopted digital textbook for reading includes Journeys teacher and student digital features in whole class instruction as well as individual student practice. Texas Go Math includes a digital component to support and extend mathematical processing. Istation reading and math is an instructional tool for our response to intervention that provides students with TEKS based skill practice and assessment. Students have unlimited access to Epics ebook library and learning videos that are personalized to their evolving reading level and interest. The district also provides Overdrive as the online digital library for students to check out on-level ebooks. Education Galaxy and Mentoring Minds Online provides students opportunity to practice math, reading, and writing strategies in a STAAR format. Students practice grade level math skills through the use of Kahn Academy. Brainpop Jr. and Brainpop ELL provides students with interactive learning with a variety of engaging activities that support and extend all subject TEKS skills. Flipgrid, an audio and video recording application provides a platform for students to amplify their voice with their learning. We have found Flipgrid to be a vital resource for building listening and speaking skills with our ELL population. Other web based activities that engage students in PISD include Kahoot, Quizizz, Quizlet, Flipgrid, Newsela, etc. The PISD website contains links to parent friendly website lessons and activities for support and enrichment of reading and math skills. These activities are aligned by grade level to each 6 weeks classroom curriculum. Student devices are loaded with educational Apps to provide opportunities for students to create, to build problem solving skills, and to be critical thinkers. The accessibility features on the iPads provide accommodations such as Speak Selection, Zoom, and Voiceover for struggling students.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**TEA Program Requirement 5:** Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

## Existing Infrastructure (brief description)

- PISD has a 10 GB fiber backbone to each campus
- 4 Gigabit Internet Access
- 1 XIRRUS wireless access point in each classroom
- Fortinet firewall/content filter solution
- AirWatch, mobile device management system for iPads.
- Proxy server for content filtering on devices accessing internet off campus.

In addition to hardware and software, the district has put together an excellent personnel team of technology experts to maintain and support the district's technology:

- District Technology Director
- District Network Manager
- District Apple Specialist
- Instruction Technology Coordinator
- Campus Instructional Technology Specialists

Student devices purchased through the grant will be cellular enabled so that they have internet access outside of wi-fi areas and at home. The district will provide this access through a partnership with Verizon/Kajeet.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

**TEA Program Requirement 6:** Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Based on state and local assessments, a site based committee will identify 3<sup>rd</sup> and 4<sup>th</sup> grade students at Southside Elementary and Story Intermediate as prospective candidates to check out an iPad. Priority will be given to English Language Learners who do not have access to technology or internet in their home. The students and their parents will attend a required parent meeting, to receive expectations and instructions for use of the iPad. The parents will be required to sign a Technology Lending Agreement.

The district Apple Technology Specialist will assign an asset number to each iPad and will check out the device to a student in the technology inventory system. In addition, through the mobile device management system (MDM), the iPad will also be checked out to the individual student based on the serial number, and through the MDM, additional locations service will be enabled. The Apple Technology Specialist will be responsible for paperwork and checking out iPads to students and parents at the Parent Meeting.

Students will be required to bring the device to school each day to complete classwork and take the device home each night for extended learning. If the student has an issue with an iPad or with a learning program, the student will let the classroom teacher know and she will submit an online help desk ticket, which will be assigned to the Campus Instructional Technology Specialist or the Apple Technology Specialist. The Campus Instructional Technology Specialist will work hand-in-hand with the classroom teacher with the implementation of learning on the iPad. With the face-to-face time, frequently issues are communicated immediately and solved in real time. If not, they will pick up the device for repair/replacement and a new device will be issued within 48 hours.

**TEA Program Requirement 7:** Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Palestine Independent School District (PISD) tracks all technology through a central inventory system, where devices are checked in and out to students and staff. Student devices will also be provided with a protective cover. It is mandatory to keep this cover on the device at all times. Mobile devices are also enrolled in the Device Enrollment Program (DEP) in conjunction with the MDM (mobile device management) system which permits tracking of the devices through users and serial numbers and does not allow a device to be wiped or removed from the MDM.

Campus Instructional Technology will perform regular inventory checks and students/parents are expected to report a missing/stolen device, so that the device may be tracked and located. In addition, classroom teachers will report to Instructional Technology Specialist if students are not routinely bringing iPad to class for school use.

PISD is a self-insured district. We will not require the students to purchase insurance.

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